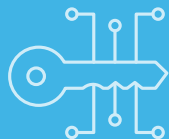# Principles For GenAI in Teaching & Learning

ALIGNMENT TO OUR VALUES AND PRIORITIES

UBC STRATEGIC PLANS AND COMMITMENTS

Use of GenAI in teaching and learning should be aligned with and support UBC strategic plans and commitments, including those related to decolonization and Indigenous human rights, equity, accessibility, sustainability, and wellness.

OPPORTUNITIES TO ENHANCE EDUCATION

GenAI can provide significant value in both teaching and learning activities through informed, responsible, and ethical use that mitigates risks and potential harms.

VALUE FOR STUDENTS' FUTURE ENDEAVOURS

It is important for students to learn how to use GenAI effectively and responsibly, to prepare them for further work or studies when they leave UBC.

ACADEMIC INTEGRITY

All uses of GenAI at UBC must uphold academic integrity and adhere to the academic misconduct regulations in the UBC Okanagan and Vancouver calendars.

INDIGENOUS DATA SOVEREIGNTY

Use of GenAI should respect Indigenous data sovereignty and community protocols for use and sharing of Indigenous knowledges, intellectual properties, and data. Harm from false information about Indigenous communities, cultures, knowledges, histories, and contexts should be avoided.

BUILDING CAPACITY AND LITERACY

GENAI LITERACY

UBC will continue to provide opportunities to learn about capabilities and limitations of GenAI tools. Faculty, staff, and students should use those opportunities to develop GenAI literacy skills over time.

FACULTY AND STAFF USE OF GENAI

Faculty and staff may use GenAI in teaching and learning so long as this is within the bounds of legal, university, Faculty, or program-level policies and requirements, and the considerations below.

STUDENT USE OF GENAI

Students may use GenAI in work submitted for courses or other academic requirements **only if expressly permitted within their courses or programs**. They may choose to use GenAI to support their learning in other ways, within the bounds of legal and university policies and requirements, and the considerations below.

CONSIDERATIONS

ACCESSIBILITY

Some GenAI tools can enhance accessibility for learners with a range of needs. It is important to also recognize, however, that there may be varying levels of accessibility to GenAI tools, whether related to cost, inaccessible infrastructure (such as websites or applications), or for other reasons. Those using GenAI in teaching and learning should ensure equitable access to the best of their ability.

INTELLECTUAL PROPERTY & COPYRIGHT

Those using GenAI in teaching and learning should respect intellectual property rights in material they input into the tools, and in how they use outputs.

PRIVACY & CONFIDENTIALITY

Use of GenAI in teaching and learning should protect privacy and confidentiality of personal and other sensitive information.

PERSONAL RESPONSIBILITY

EQUITY

Biased training data and inputs can produce biased, discriminatory, inaccurate, or otherwise harmful outputs, with the potential to perpetuate systemic inequities. Those using GenAI in academic work should assess the risks and mitigate, to the best of their ability, the harmful effects of such bias.

HUMAN OVERSIGHT AND CRITICAL THINKING

All outputs of GenAI for teaching and learning purposes should undergo human review before sharing. Users should think critically about outputs from GenAI, including their potential for producing false or misleading information, especially if sources of information in the outputs cannot be identified and/or verified.

TRANSPARENCY

Use of GenAI to produce text, images, videos, or other materials shared with others for teaching or learning purposes should be acknowledged by attributing tools and methods used to create materials.

RESPONSIBILITY

Users of GenAI are accountable for the consequences of sharing the outputs generated with these tools, and have a responsibility to review them for inaccuracy and potential harm to the best of their ability. The university will provide resources to help individuals develop requisite skills.

https://genai.ubc.ca/guidance/teaching-learning-guidelines/